DOCUMENT RESUME

ED 310 187 UD 026 905

TITLE	Black Concerns. Report of the Study Committee.
INSTITUTION	National Education Association, Washington, D.C.
PUB DATE	Jun 87
NOTE	24p.; For related documents, see UD 026 903-906; for complete set, see UD 026 902.
AVAILABLE FROM	National Education Association, Human and Civil Rights, 1201 Sixteenth Street, NW, Washington, DC 20036 ($12.50 for complete set; parts not available separately).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Black Education; *Black Students; Dropouts; Early Intervention; Early Parenthood; Educational Testing; Elementary Secondary Education; *Financial Problems; Lobbying; Observation; Poverty; *Racial Discrimination; Role Models; Scholarship Funds; *School Segregation; *Student Needs; Teacher Shortage; Urban Schools

ABSTRACT

This report on the educational concerns of blacks is part of a four-part study of minority education in the United States by the National Education Association (NEA). Data were gathered from four site visits to urban schools and from the testimony of 40 representatives of community and civil rights organizations, the business community, black parents, sororities and fraternities, black educators, and educators of black children. The following challenges are cited: (1) high dropout and teenage pregnancy rates; (2) financially poor and segregated schools; (3) lack of early intervention programs; (4) limited support systems and positive role models for blacks in general and black males in particular; (5) shortage of college scholarships; (6) shortage of black teachers; (6) inappropriate testing; (7) racial discrimination; and (8) poverty. Recommendations for NEA policy in the following areas are outlined: (1) students; (2) curriculum and teaching; (3) teacher/school personnel; (4) parents/family/community; (5) employment; (6) collaboration/coalition building; (7) legislation/policy; and (8) leadership training. The appendices comprise a list of site visits and witnesses, and a list of instructional goals. (FMW)

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REPORT OF THE

BLACK CONCERNS

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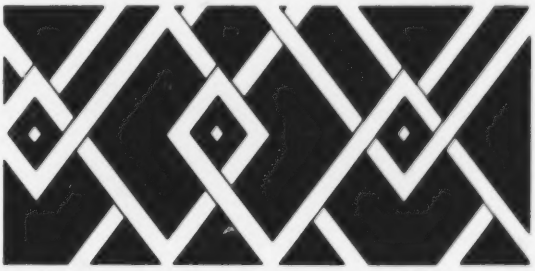
BLACK
CONCERNS
STUDY COMMITTEE REPORT



Preface

The National Education Association is deeply indebted to the members of the Black Concerns Study Committee for preparing this report, which translates the expressed educational concerns of the Black community into a recommended plan of action for NEA.

NEA has worked steadily for more than 60 years to desegregate and bring equity to its own house, to improve the treatment of Black school faculty and staff, and to improve access of Black students to quality education.

In 1926, NEA appointed a committee to investigate the status of Black teachers in the United States. In 1928, the Association established a committee to cooperate with the National Association of Teachers in Colored Schools. And, in 1940, the Association appointed NEA members to sit on a Joint Committee of the NEA and the newly named American Teachers Association (ATA). In 1954, that Joint Committee made history with a study and report on the status of Black education.

NEA was deeply involved in *Brown* and pre-*Brown* efforts to ensure equity in education, but our efforts took on greater intensity in 1966 when NEA merged with the American Teachers Association and integrated ATA's activities into the NEA program. With the adoption of a 1968 Task Force on Human Rights report, NEA stepped up efforts to encourage desegregation in the schools and our Association, to sensitize staff to the concerns of Blacks, and to make Association programs and activities relevant to Black members.

Our efforts are ongoing. We continue to protect Black educators displaced and demoted by desegregation and fiscal retrenchment. And we continue to help school districts deliver quality education to Black students.

While NEA has continued its forward movement, however, the country under the Reagan Administration has witnessed a resurgence of racial violence against Blacks. During the six years that Ronald Reagan has occupied the White House, there has been a slow but continual erosion of public policies protecting Blacks—an unwinding of education and civil rights protections in the courts and in the federal agencies whose mandate calls for the unbiased enforcement of the law.

Despite congressional studies indicating that every dollar spent on education returns $6 to the Gross National Product, the Reagan Administration has reduced the federal share of total expenditures for education from 9.2 percent in 1981 to just over 6 percent in 1986. The Administration has also shortchanged educationally disadvantaged children by reducing funding of Chapter 1 and threatening to dismantle the vocational education program. This has had significant negative effects on the educational progress of all children served by these programs—and on Black children specifically.

Every budget proposal the Reagan Administration has sent to Congress has also contained some form of voucher/tuition tax credit scheme that would dilute funding for public education. The most recent voucher plan—packaged as an "education reform initiative"—would have Black parents believe that vouchers are the answer for economically disadvantaged high achievers who cannot afford a private school education. In fact, the Administration's voucher plan would perpetrate a cruel hoax on Black children and their parents.

President Reagan's most recent budget proposals practically abandoned support for public education altogether. The President's latest budget proposed a $5.5 billion cutback in funding for education—plus the termination of desegregation assistance programs and three special postsecondary programs for disadvantaged students, a disproportionate number of whom are Black.

The Black Concerns Study Committee has completed its report in the midst of this period of national retrenchment on civil rights and education, this period of crisis for Black children. But I believe this report can represent a turning point, for it asks NEA to base future efforts not just on the status of federal policies, but on the survival needs of Black Americans as determined by Black Americans.

Once implemented, the Study Committee's recommendations will serve to counter the Administration's attacks on civil rights and education, strengthen our resolve, and forge our continued commitment to civil rights and education. The recommendations will invigorate our desire to achieve educational excellence with equity. They will show that we continue to make the educational goals of the Black community an integral part of the goals of our Association—the intent of our 1966 merger with the ATA.

The time to implement these recommendations is now.

Mary Hatwood Futrell, President
National Education Association
Washington, D.C.
June, 1987

Introduction

What are the hopes of Black students, their parents, Black faculty and staff, and Black NEA members? What are their dreams and aspirations? Needs and concerns? What are their fears? These are some of the simple but poignant questions the NEA Black Concerns Study Committee sought answers for as it carried out its charge to determine what the Association could do to ensure that the needs of minority students are met in the final decade of the twentieth century.

In responding to its mandate from the NEA Executive Committee, the NEA Black Concerns Study Committee thought it essential to speak directly with a broad sampling of the organizations and individuals whose primary interest and focus is Black people as well as state and national Association leaders, managers, and staff.

Our study committee has received a first-hand account of what it means to be Black in contemporary America. We learned, for instance, what it means to be young, Black, and gifted—but sometimes not challenged, many times not even supported—in school districts that cannot or will not give high priority to funding up-to-date teaching and learning tools.

We heard how it feels to be denied access to college because a national administration with misplaced priorities will not adequately fund the programs that have been the primary source of financial assistance for Black college students. We were given personal accounts of what it means for young people to graduate from high school and yet not qualify for most jobs because they are functionally illiterate or possess a certificate of attendance instead of an academic diploma.

The Black Concerns Study Committee concluded its hearings with the understanding that Black people can no longer rest complacently on the successes of the past. We must move beyond *Brown v. Board of Education*, because this is a new era and there's new ground to break, in education as well as in civil rights. There are new issues to confront and new initiatives to pursue in the legislatures and the courts, as well as in the schools. We must respond directly and succinctly to the question: Have the public schools failed Black children? We do not have a moment to lose.

The NEA Black Concerns Study Committee hopes this report will motivate readers to recommit themselves to eliminating society's barriers to meeting the academic needs of Black children. We are indebted to every person involved in planning, implementing, and participating in the hearings, and to all who contributed to this report.

We are also indebted to NEA members, leaders, and staff for their invaluable assistance and immediate and thoughtful responses to Committee requests. We found it virtually impossible to report the full substance of all the comments, concerns, and recommendations we heard, but it is our belief that this report is an accurate reading of the experience of Black people with education in the 1980s.

Pearl Mack, Chair
NEA Black Concerns Study Committee
June, 1987

The Study

The NEA Executive Committee and the NEA Board of Directors approved the establishment of a Study Committee on Black Concerns late in 1986. The Committee would have six members: three members of the NEA Executive Committee, the chair of the NEA Board of Directors' Black Caucus, an additional Black member from the NEA Board of Directors, and the chair of the NEA Black Caucus.

The members of the Black Concerns Study Committee include the chair, Pearl Mack (Illinois), a member of the NEA Executive Committee; NEA Executive Committee member Robert F. Chase (Connecticut); NEA Executive Committee member Sue Hovey (Idaho); Mae H. Smith (Illinois), chair of the NEA Board of Directors' Black Caucus; Stanford Johnson (Wisconsin), a member of the NEA Board of Directors; and Eleanor Coleman (Arkansas), chair of the NEA Black Caucus.

The Black Concerns Study Committee was given the following charges:

1. Review and analyze NEA programs that address Black concerns and make appropriate recommendations.
2. Review and analyze the needs of Black public school students, their families, and Black public school employees.
3. Assess the concerns of Black NEA members.
4. Review and analyze the political structure of Black organizations and make appropriate recommendations for future NEA relationships with them.
5. Meet with leaders of Black organizations to ascertain their potential level of involvement with NEA.

The Study Committee conducted hearings at five sites and made school visits at four: Washington, D.C. (hearings only, for national Black or Black advocacy organizations); Oakland, California; Atlanta, Georgia; Flint, Michigan; and Houston, Texas.

The Study Committee invited 40 organizations, agencies, and school districts as well as every NEA state affiliate to present testimony. The organizations and agencies extended invitations had all been identified as active participants in programs that affect the education of Black people in the United States.

Except for Washington, D.C., where only hearings took place, the Study Committee held one day of hearings and one day of school visits at each site. The dates for the hearings and school visits are listed in the Appendix.

Washington, D.C., was selected as a hearing site because it is the headquarters location of many national organizations, including the NEA, and government agencies whose functions are related to education. In addition, more than 90 percent of D.C. public school students—and a high proportion of D.C. public school teachers—are Black.

The Study Committee visited Oakland because of that city's large Black population, its significant population of other minority groups, and its political history. Oakland has the largest school district in the San Francisco Bay area, with a Black student majority as well as a Hispanic superintendent.

The Study Committee selected Atlanta as a site because that city hosts a major consortium of important Black colleges and a prominent Black middle class that coexists with significant Black poverty. The Atlanta public school system is virtually all Black. Atlanta also maintains the legacy of the civil rights movement through the activities of the Martin Luther King, Jr., Center for Nonviolent Social Change. Together, these characteristics made Atlanta a priority site for a hearing on Black concerns in education.

Flint was selected as a hearing site because it is a northern industrial community with a historic tradition of collective bargaining in the auto industry. The Flint school district has a majority Black student population and is now under court order to desegregate. The Flint school district once established national standards for a "community schools program," which no longer exists, and has a Black student dropout/expulsion rate of 25 percent. The Flint economy is severely depressed.

The final site, Houston, attracted the attention of the Study Committee because the Houston Independent School District maintains one of the most diverse school populations in the nation: 42.6 percent Black, 37.3 percent Hispanic, 17.0 percent white, 3 percent Asian/Pacific Islander, and 1 percent American Indian. The Houston schools have been under court order to desegregate for 15 years. The system is comprised primarily of magnet schools and features a successful school-based clinic and nursery for teen parents. Houston is the largest school district in Texas and the sixth largest in the country.

At virtually every site, the Study Committee heard from parents, teachers, students, educational support personnel, school administrators, higher education faculty, civic and community organizations, education associations, civil rights organizations, the business community, sororities and fraternities, and government agencies.

Taken collectively, the sites selected provide a balanced representation of the challenges in education that confront Blacks in the United States.

An Overview

The more than 30 years that have elapsed since the 1954 *Brown* decision have witnessed major initiatives aimed at bettering the status—particularly the educational status—of Black Americans. But despite these events and historic developments—despite countless marches and protests, despite the passage of federal civil rights laws and comprehensive federal education legislation, despite the Kerner Commission Report of 1967, despite continued approval by the Black community of increased taxes to support public schools, despite frequent reports on the status of education for Blacks in the United States, and despite improved access for many Black students to quality K-12 education and college admission— Black parents, Black students, the Black community, and the education community in general are today confronted with tremendous educational challenges for Black students—the most serious since 1954.

Among these challenges: a high dropout and teen pregnancy rate among Black youth, financially poor and segregated schools, a lack of early intervention programs, limited support systems and positive role models for Blacks in general and Black males specifically, a shortage of both college scholarships and Black teachers, inappropriate testing, racial discrimination, and relentless poverty.

These obstacles all deeply impact Black education in a number of different areas. These areas are addressed individually in both the findings and recommendations that follow.

Findings

Students

1. Many Black students have not had access to early academic intervention programs and consequently become discouraged about school, fail to pass difficult subjects or participate in accelerated programs, and drop out of school at high rates.
2. Many Black students, although "energized" and achieving well in lower elementary grades, begin in the upper elementary grades to lose their enthusiasm. They begin to achieve less and are not encouraged to participate in the full range of academic and extracurricular activities.
3. Many Black female students in their early teens become pregnant and are at risk for delivering low birth-weight and undernourished babies.
4. Virtually no programs exist to help Black male students focus on their responsibility toward sexual involvement and parenting.
5. The number of Black students suspended/expelled and placed in special education/emotionally impaired classes consistently tends to be disproportionately high compared to the total student population.
6. Fewer Black students are applying for and attending college. Black students have been the victims of racial violence on increasing numbers of campuses.
7. Only a small percentage of Black college students are majoring in education. Of these, few are NEA student members.
8. Many Black students lack self-esteem.
9. Many Black students lack the support systems in school and at home that would encourage them to excel or extend themselves.
10. Many Black students lack appropriate and positive role models.
11. Many Black students who drop out of school do not fully understand the consequences of their action, including their increased vulnerability to racist behavior.
12. There does not exist a consistent and clear definition of what constitutes a "dropout" from one district to another.
13. Black students are targeted by drug dealers—not only to become drug users and abusers, but also to become drug pushers.
14. Recent years have seen a turnaround in desegregation: more Black students attend segregated schools today than six years ago.
15. Given the virtual disappearance of the extended family, latch key children—many of them Black—are increasingly likely to encounter situations where they need—but can't obtain—the on-the spot advice of responsible adults.

Curriculum and Instruction

1. Many Black students who experience difficulties in advanced mathematics and advanced science courses do not receive additional help or guidance until they fail.
2. Multicultural curriculums that represent Blacks accurately and adequately and that can help perpetuate positive self-concepts and cultural identity on the part of Black students are not in place in most schools.
3. Instructional staff have a tendency to "dumb down" the curriculum and set lower achievement expectations for Black students.
4. Most majority-Black schools lack appropriate textbooks, science and math equipment, and computers and other high tech equipment.
5. Black communities often perceive magnet schools as a variant of tracking and a drain of talented students and financial resources from Black schools and support systems.
6. Many Black students are tracked into vocational education or

noncollege academic curriculums.

7. Programs in majority-Black schools tend to be inadequately funded.
8. Schools tend to ignore: (1) the learning styles of Black students, (2) the need to design specific motivational strategies, and (3) the need for critical thinking courses for Black students.
9. No advocacy groups are pursuing changes in history books, encyclopedias, or social studies texts from publishers who consistently exclude or misrepresent Blacks.
10. Many school instructional and administrative practices are reducing actual teaching time, student practice time, and student learning time. Such practices include standardized testing, minimum skills assessments that require additional teacher time for recording results, and pacing—the setting of arbitrary time limits when all students, regardless of individual needs, are expected to have completed a specific task and to have been tested on it.
11. On the higher education level, Black colleges are at risk for failure. Some are experiencing financial problems. Others are finding it difficult to meet accreditation standards. These same colleges train approximately one-third of the Black teachers in the United States.
12. The 1986 Carnegie recommendation for eliminating undergraduate teacher education programs, if implemented, would create a severe problem for most Black colleges.
13. The Black community is concerned that increasing student achievement standards without increasing relevant funding and programs will further exacerbate the educational problems of Black students.

Teachers/School Personnel

1. A severe shortage of elementary counselors exists in schools serving large numbers of Black students.
2. There is a shortage of Black teachers.
3. There is a severe lack of Black male teachers at the lower and upper elementary levels.
4. High turnover among new teachers is a problem in schools serving large numbers of Black students.
5. Urban districts tend to hire a greater percentage of Black teachers and Black school support personnel.
6. Working conditions for teachers and other school personnel are more likely to be poor in urban than in rural or suburban schools.
7. There is a tendency in urban school districts for the more experienced teachers to be assigned to schools serving middle class neighborhoods.
8. Black teachers are expected to handle the more difficult students and the larger classes with fewer support systems.
9. Few school districts extend assistance or provide a stabilizing support system for Black teachers.

Parents/Family/Community

1. Black parents participate in school activities to only a limited extent.
2. Schools in the Black community tend not to have outreach programs for parents beyond parent-teacher groups.
3. Compared to parents generally, Black parents find it more difficult to participate in school activities because of the time such activities are held, the lack of child care, and the distance between home and school—which many times is increased because of school desegregation.
4. Very few Black parents feel comfortable visiting their children's schools.

5. Black parents find it difficult to advocate for their children's needs and appropriate educational placement because they are provided with limited explanations and often are naive about the educational setting and "special" programs.
6. Many Black colleges receive limited and inadequate funding from the Black alumni or the Black community.

School District Employment

1. Few school districts have in place any plan or program to overcome or otherwise address the shortage of Black teachers.
2. Few school districts are devising recruitment strategies for hiring Black teachers.
3. Few school districts demand accountability of staff for implementing affirmative action plans or reaching goals for percentages of Blacks to be hired.

Association Employment

1. Most NEA state affiliates have affirmative action plans.
2. Some state affiliates have met their affirmative action goals for Blacks.
3. Most state affiliates that have hired Blacks tend to employ them in UniServ positions or as human relations specialists.
4. Few state affiliates employ Blacks as lobbyists, communications specialists, bargaining specialists, organizing specialists, lawyers, managers, or executive directors.

Cultural Sensitivity/Differences

1. Some school administrators and teachers continue to perceive Black students as "poor," "unmotivated," or "culturally deprived" and consequently unable to learn.
2. Many school personnel, particularly administrators and teachers, continue to be either uninformed, misinformed, or insensitive about Black culture and what they need to know to be able to educate Black students effectively.
3. Not enough reference books and other teaching materials that describe the significant roles played by Blacks in the building of our nation and in the maintenance of our democracy are available in the schools.

Collaboration/Coalition Building

1. Except for "adopt-a-school" activities, few school communities are involved in collaborative programs with community organizations or the private sector to enhance educational opportunities for Black students.
2. Not enough businesses are involved or are taking the initiative to be involved with schools that serve mostly Black students.
3. Few Black or predominantly Black organizations or businesses are involved collaboratively with the schools to enhance the educational achievement and success of Black students.

Legislation

1. Federal Chapter 1 programs, which could help bring equal educational opportunity to Black students, only serve 20 percent of eligible students.
2. The Black community does not see the various education reform laws and reports as helping to improve the education of Black students or facilitate an increase in the number of Black teachers.
3. State-mandated testing of prospective and—in three states—of current teachers has significantly harmed the status of Black teachers and eliminated some from the profession.

4. Black students have been issued "certificates of attendance" rather than high school diplomas based on test scores.
5. Few school districts have policies that are categorically designed to meet the specific educational needs of Black students.
6. The Black community does not see proposals for tuition vouchers as an effective means for providing quality educational opportunities for Black students.
7. The Black community tends to support school-based health clinics.

Leadership Training

1. In some NEA urban local affiliates, there are proportionately fewer Black school employees who join our Association.
2. Blacks who are active in the Association are more likely to have been selected by the appointive rather than the elective process. Many Black members are not supported or appointed to serve on committees beyond Human Relations or Minority Affairs.
3. The Association tends neither to support and fund broad-based, comprehensive action-oriented human and civil rights programs nor to see them as a means to develop and maintain strong affiliates.

Recommendations

The following Study Committee recommendations have been adopted by the NEA Board of Directors.

Students

1. NEA will establish a Black intern position with the NEA Student Program. The intern's primary responsibility will be to help the NEA Student Program chairperson develop and implement strategies to recruit Black members for the Program and to increase the number of Black candidates going into teaching.
2. NEA will develop and implement a program at six sites—including some historically Black colleges—to recruit Black high school and college students into the teaching profession and into the NEA Student Program.
3. NEA will develop and implement a Leadership Intervention Training Program (LITP) for school employees to assist Black elementary and secondary students in the areas of problem solving, acquiring self-esteem, becoming self-motivated, recognizing and evaluating power systems, learning to ask for and receive assistance, and developing sound rationales for decision making.
4. NEA will conduct research and analyze the research findings on community- and school-based health clinics for the purpose of making recommendations on the best approaches to implementing such programs.
5. NEA will investigate and report to the NEA Board of Directors by September 1988 the 50 school districts with the highest rates of suspensions/expulsions of Black students.
6. NEA will investigate and report to the NEA Board by September 1988 the 50 school districts with the highest rate of incidence of Black students placed in special classes/programs, ability groups, and detention programs.
7. NEA will develop and implement a program to improve the test-taking skills of Black students from elementary grades to college who are at risk for academic failure.
8. NEA will conduct research, then analyze and publicize data on the academic, social, and psychological status of Black students in desegregated school settings.

Curriculum and Instruction

1. NEA will identify and promote school programs that are effective in educating Black students and in encouraging and building their self-esteem.
2. NEA will promote a restructuring of the schools that acknowledges and accommodates different learning styles and encourages varied teaching styles that promote Black student learning.
3. NEA will encourage the elimination of tracking and publicize the effects of tracking on all students while highlighting its effects on Black students.
4. NEA will support and promote a maximum class size of 15 students in grades K-3 and 20 students in grades 4-12.
5. NEA will promote early childhood education and mandatory kindergarten for all students, giving special emphasis to the needs of Black students and citing the data that support a developmental rather than an academic approach.
6. NEA will conduct research to establish the effectiveness of magnet schools in meeting the needs of all Black students.

7. NEA will research and evaluate the Ron Edmonds' "effective schools" approach to educating Black students in order to determine whether it merits NEA's support.
8. NEA will devote one conference in the 1987-88 National Conference series to the topic, "Educating the Minority Child."
9. NEA will promote K-12 programs that are designed to meet the instructional goals outlined in the Appendix.

Teachers/School Personnel

1. NEA will sponsor a meeting with the presidents and deans of education of historically Black colleges to discuss more effective strategies for recruiting and training Black teachers.
2. NEA will encourage state and local affiliates located near historically Black colleges to establish joint programs with those colleges to provide a support system for Black college students and to increase the number of Black students pursuing a career in teaching.

Parents/Family/Community

1. NEA will, in conjunction with parent and community groups, promote the establishment of parenting classes, including a component specifically about child care, at the secondary level.
2. NEA will, in conjunction with state and local NEA affiliates, help establish and promote parenting classes that focus on the role of and maximize the inclusion of Black male students.
3. NEA will, in collaboration with Black organizations and institutions including fraternities and sororities, develop community outreach programs designed to increase the participation of Black parents in the education of their children.
4. NEA will gather data that will list the elements needed for successful school-based fathers' clubs, and package this for affiliate use.
5. NEA will, in conjunction with state and local affiliates, develop and implement programs to create parent/teacher partnerships through such devices as parent handbooks (which might include phone numbers of volunteer parent assistants who can respond to school- or child-related questions) or parent advocates for students. NEA will pilot the programs at three sites.
6. NEA will encourage and help state and local affiliates sponsor parent award nights to spotlight parents who support the efforts of teachers and the school in helping children succeed.

Employment

1. NEA will continue to provide state and local affiliates affirmative action policy guidance, contract provision language, feedback, and other pertinent information to:
   a. Help local affiliates promote or negotiate affirmative action programs for hiring Black teachers.
   b. Help state and local affiliates develop and implement their own affirmative action plans in a timely manner.
2. NEA will make available to local affiliates current and pertinent research on Black graduates in teacher education as well as information about successful strategies employed to increase their number.
3. NEA will develop effective strategies for school districts to use in recruiting Black teachers and provide this information and technical assistance to state and local affiliates.
4. NEA will maintain an ongoing assessment of the number of Black teacher graduates and Black teachers employed—and where they're employed—and periodically publicize this information.

5. NEA will develop and distribute to state and local affiliates, especially to urban locals, information documenting the critical shortage of Black teachers and the affirmative action progress (or lack of it) by school districts.
6. NEA will encourage local affiliates to develop and publicize an annual report on their school district's recruitment policy and on the employment status of Black teachers in their district.
7. NEA will develop and distribute a brochure for state affiliates that lists the benefits of affirmative action and:
   a. Encourages and helps state affiliates meet their affirmative action goals for Blacks.
   b. Encourages and helps state affiliates employ Blacks as lobbyists, communications specialists, bargaining specialists (separate and different from UniServ directors), organizing specialists, lawyers, middle managers, executive managers, and executive directors.
8. NEA will monitor, in the period 1987-92, cases involving the displacement of Black teachers—cases filed and cases settled by arbitration or by other means.
9. NEA will identify and maintain a list of Black agencies that specialize in providing search services for Black professionals and executives. NEA will also utilize the services of these agencies in its efforts to recruit Blacks for professional program and management positions.
10. NEA will establish an intern program for minority college students to work at the NEA for a year. NEA will assign one intern from each of the four ethnic groups to each NEA program area.

Cultural Sensitivity

1. NEA will develop a videotape on the history of the civil rights movement in the 1960s and 1970s from the perspective of key women involved, with NEA President Mary Hatwood Futrell as moderator and narrator. The production should address such questions as: What was the role of minority women in the civil rights movement? Why was this important? How did the role of minority women in the civil rights movement affect minority children, particularly female minority children? What legacy is left from the leadership of these women for minority students today?
2. NEA will develop and implement an in-service training program to help teachers understand the needs and learning styles of Black children and set positive goals for students' academic achievement. The program will help sharpen awareness of Black culture and the importance of this culture to the self-esteem and scholastic success of Black students.
3. NEA will encourage and help states with large minority populations hold hearings on ethnic-minority concerns within the state.
4. NEA will help state and local affiliates compile and maintain a list of Black speakers and consultants to serve as a resource and support system for affiliates.
5. NEA will develop and distribute a multiethnic calendar.
6. NEA will maintain and publicize a list of Black resource materials.
7. NEA will urge state and local affiliates and officers to support Black Caucus recognition activities.

Collaboration/Coalition Building

1. NEA will continue to work with other organizations and national groups to develop programs to prevent teenage pregnancy.
2. NEA will help local affiliates establish, with local community groups, Big Sister/Brother rap forums and hotlines to allow adults to listen to, identify, and respond to Black students' needs.
3. NEA will collaborate with the Black business community to provide scholarships, employment opportunities, and mentors for Black students.
4. NEA will sponsor a national forum on "Educating the Black Child" for selected Association leaders, researchers, business leaders, and education leaders.
5. NEA will continue to collaborate with national organizations such as the National Alliance of Black School Educators (NABSE), the National Association for Equal Opportunity in Higher Education (NAFEO), the United Negro College Fund (UNCF), the National Urban League (NUL), the National Association for the Advancement of Colored People (NAACP), the Congressional Black Caucus (CBC), the Children's Defense Fund (CDF), the National Black Child Development Institute (NBCDI), and Black fraternities and Black sororities on programs to improve the education of Black children.
6. NEA will immediately form a coalition with the appropriate education advocacy groups to lobby publishers of social studies texts, history texts, and encyclopedias to include all historically significant Black individuals and groups in their future publications.
7. NEA will develop and implement a collaborative network with key Black organizations and local affiliates to provide information to the Black community about the negative implications of voucher systems for increasing quality educational opportunities for Black students.

Legislation and Policy

1. NEA will support the full funding of federal legislation that contributes significantly to the education of Black children.
2. NEA will lobby for one clearly stated and mandated definition of "dropout" for school districts to use.
3. NEA will lobby for funds and legislation that will mandate and assist school districts with intervention activities for elementary students who, by age or by academic assessment and school records, have been identified as potential droputs.
4. NEA will promote and help state affiliates lobby for a minimum percentage of counselors in every school district.
5. NEA will, as part of the NEA legislative program, promote and encourage state and local affiliates to promote U.S. congressional and state legislative resolutions that support two leave days from work per year for parents to participate in school activities related to their children's education.
6. NEA will continue to oppose voucher systems and explain their negative implications for Black students.
7. NEA will review and analyze the Carnegie Report, the Holmes Group Report, the National Governors' Association's 1991 Report and other pertinent future reports on restructuring the teaching profession in order to develop strategies to address those recommendations that could adversely affect Black teachers or students.

Leadership Training and Member Participation

1. NEA will develop, especially in large urban affiliates, local leadership training programs based on the assessment center concept, and implement these at five sites to increase the participation of uninvolved Black members and effectively prepare Black members for leadership positions.
2. NEA will develop and implement an organizing project to recruit Black nonmembers in three large urban affiliates where Black membership is less than 50 percent of potential Black membership.
3. NEA will develop and implement a pilot intern program specifically to train Black members to become specialists in four areas: (a) business/financial, (b) political action, (c) organizing, and (d) public relations. NEA will assign two interns in each of the three regions.
4. NEA will develop and implement a training program for state presidents, state executive directors, and state minority affairs committee chairpersons to increase awareness of affirmative action, the roles of minority affairs committees, minority involvement efforts, and program assistance available from NEA's Human and Civil Rights unit.
5. NEA will develop and implement an advanced training component for the Minority Leadership Training Program to provide meaningful training for selected Black leaders serving in the following capacities: state affiliate officers, large urban local presidents, NEA directors, and state executive committee members. The component will include four training sessions, with participation on an invitational basis.
6. NEA will continue to promote state and local affiliate funding of three national conferences to achieve a 20 percent ethnic-minority participation level.
7. NEA will promote and encourage each state affiliate to adopt as a part of its 3-1-g plan the establishment of a minority affairs committee as a standing committee.
8. NEA will encourage state affiliate presidents to appoint the chairperson of the Black Caucus to the state minority affairs committee. Where a Black Caucus does not exist, NEA will encourage the president to appoint the chairperson of the State Minority Caucus.
9. NEA will sponsor two regional meetings of state affiliate presidents, executive directors, minority affairs committee chairpersons, NEA directors, and local affiliate presidents from large urbans—with steps taken to ensure the representation of minority local presidents—in states participating in the state-based Minority Leadership Training Program. These meetings will discuss minority members' Association involvement in general and share strategies for increasing the number of ethnic-minority members and leaders as well as share information about methods that have proved effective in addressing the educational concerns of minority members.

Appendix

Study Sites

Washington, D.C.	January 6-7, 1987
Oakland, California	January 9-11, 1987
Atlanta, Georgia	January 14-17, 1987
Flint, Michigan*	January 20-21, 1987
Houston, Texas*	January 27-28, 1987

*Only the Study Committee chair, the Black Caucus chair, and NEA staff members participated in the hearings at the Flint and Houston sites.

Washington, D.C.

Participants

Kahlil Abdullah, program director, National Black Caucus of State Legislators

Beverly Corelle, president, Maryland State Teachers Association

Carla Curtis, staff member, National Black Child Development Institute

Dorothy Everett, chair, Minority Affairs Committee, New Jersey Education Association

Clara Floyd, chair, Minority Affairs Committee, Maryland State Teachers Association

Patricia Foerster, member, NEA Board of Directors, Maryland

Terrell Greene, staff member, National Black Caucus of State Legislators

Susie Jablinske, member, NEA Board of Directors, Maryland

Gladys Graves, vice-president/president-elect, North Carolina Association of Educators

E. Wayne Harris, Area II superintendent, Fairfax County (Virginia) Public Schools

Iris Harris, chair, Minority Caucus, Maryland State Teachers Association

Elizabeth Hickey, program specialist, Professional Training Unit, New Jersey Education Association

Evelyn Moore, executive director, National Black Child Development Institute

Rudy Norton, UniServ director and staff liaison, Minority Affairs Committee, Delaware State Education Association

Beblon Parks, director, Leadership and Human Relations, Virginia Education Association

Amy Penn, member, Board of Directors, New Jersey Education Association

Marcella Peterson, director, Delta Sigma Theta

Stephanie Robinson, education director, National Urban League

George Saunders, executive director, National Alliance of Black School Educators

Elizabeth Simms, member, NEA-District of Columbia Committee

John Smith, special assistant to U.S. Rep. Augustus Hawkins, chair, Education and Labor Committee, U.S. House of Representatives

Marsha Smith, member, Board of Directors, Maryland State Teachers Association

Yvonne Stone, member, Board of Directors, Maryland State Teachers Association

Davely Walders, resource teacher and coordinator, Minority Achievement Activities, Fairfax County (Virginia) Public Schools

Written Testimony

Children's Defense Fund, Washington, D.C.

Congressional Black Caucus. Information on education vouchers from the Office of U.S. Rep. Augustus Hawkins.

Kentucky Education Association.

Maryland State Teachers Association. Informational kit about MSTA programs and activities.

Massachusetts Teachers Association. Minority Affairs Committee Recommendations.

NAACP Legal Defense and Educational Fund, Inc.

NAACP Department of Education Program Initiatives.

National Alliance of Black School Educators. Report: Saving The African American Child.

National Association for Equal Opportunity in Higher Education. Packet of position papers, including position on NCAA Rule #48.

National Black Leadership Roundtable. Summary Report of the Second Annual Conference.

National Education Association, Minority Affairs Committee. Summary of Survey Responses from Minority Leadership Training (MLT) Regional Seminars.

National Education Association, Southeast Regional Minority Leadership Training Seminar, Point Clear, Alabama. Summary of Recommendations of Workshop Teams.

New Jersey Education Association, LEAD Conference, Jamesburg, New Jersey. Summary Recommendations from Workshop Participants.

Oakland, California

Participants in Open Hearings

Yvonne Ball, San Francisco Classroom Teachers Association

Chester Brown, support personnel member, Classified School Employees Association, Las Vegas, Nev.

Loretta Christie, chair, Minority Affairs Committee, NEA-Alaska

June Stanford-Clark, California Teachers Association Board (At-Large), Riverside

Ada Cole, executive director, Marcus Foster Institute, Oakland

Toni Cook, executive director, Bay Area Black United Fund, Oakland

Joe Coto, superintendent of schools, Oakland

Annie Hall, chair, Minority Affairs Commission, Washington Education Association

Ray A. Hill, San Francisco Classroom Teachers Association

Charley Hinton, director of human rights, California Teachers Association

Denise Holt, Bay Area Achievement Council, Oakland

Donna Pomerans, Portland Classroom Teachers Association, Portland, Ore.

Nadine Potter, member, State Council, California Teachers Association

Denise Rockwell, member, NEA Board of Directors, California

Robert Stenhouse, personnel officer, California Teachers Association

Lois Tinson, member, Board of Directors, California Teachers Association

Written Testimony

Bay Area Black United Fund, Oakland.

Bay Area Achievement Council, Oakland.

California Teachers Association.

Northeast Regional Training Laboratories, Seattle, Wash.

Oakland Education Association, Denise Sadler Lipscomb, president.

Oakland Public Schools.

School Visits

Martin Luther King, Jr. Elementary School

Sobrante Park Elementary School

Claremont Middle School

McClymonds High School

Atlanta, Georgia

Participants in Open Hearings

Curtis Atkinson, assistant secretary of state, State of Georgia

Elias Blake, president, Clark College, Atlanta

Audrey Butts, president, Atlanta Association of Educators

Jessie Chandler, organizer for students and retired educators, South Carolina Education Association

Josephine Davis, professor of education, Graduate School, Albany State College

Calvin Dorsey, chair, Education Committee, Atlanta Black Media Network

Geneva Flemming, chair, Black Caucus, Georgia Association of Educators

Nathaniel Freeman, senior, Morehouse College, Atlanta

D. F. Glover, chair, Education Committee, Southern Christian Leadership Conference

Andrew H. Griffin, Jr., associate executive director, Georgia Association of Educators

Carolyn Hart, member, Board of Directors, Atlanta Association of Educators

Asa Hilliard, professor of Urban Life Education, Georgia State University

Michelle Kourouma, executive director, National Conference of Black Mayors

Delores Pringle, director, Ford Foundation Grant Project, Southern Regional Council

Anita Spann-Peek, member, Board of Directors, Atlanta Association of Educators

State Sen. Horace Tate, Georgia State Legislature

Anita Upshaw, educational support personnel member, Organization of Dekalb Educators, Dekalb County

NOTE: Additional input was provided by James H. Williams, executive director, and Cheryl Sarvis, president, Georgia Association of Educators, during a visit by the Study Committee to GAE Headquarters.

School Visits

Oglethorpe Elementary School

Benjamin E. Mays High School

Southside Comprehensive High School

Martin Luther King, Jr. Middle School

Flint, Michigan

Participants in Open Hearings

Melvyn S. Brannon, executive director, Flint Urban League

Rev. Braxton U. Burgess, pastor, Quinn Chapel A.M.E. Church, Flint

Eugene Cain, assistant superintendent for school and community relations, Michigan Department of Education

June Collins, parent, Flint

Emerald A. Crosby, principal, Pershing High School, Detroit

Lawrence Cywin, planning consultant, Flint Community Schools; member, Urban Education Alliance

John W. Dobbs, executive director, Urban Education Alliance, Eastern Michigan University, Ypsilanti

Hiawatha Green, director, Flint Human Rights Commission

Marcia Johnson, education coordinator, Flint Urban League

Elizabeth Love, Areawide Women's Coalition, Flint

Russell F. McReynolds, member, Board of Education, Flint Community Schools

Julius A. Maddox, secretary-treasurer, Michigan Education Association

Charles D. Moody, Sr., director, Program of Educational Opportunity/CSES, School of Education, University of Michigan

George Moss, teacher, Beecher Community Schools

Gene Nuckolls, assistant superintendent, Saginaw Public Schools; member, Urban Education Alliance

Joseph F. Pollack, superintendent, Flint Community Schools

Barbara Roberts-Mason, president, Michigan State Board of Education

Ira Rutherford, superintendent, Beecher Community Schools

Rose Marie Swanson, Office of Instructional Improvement, Detroit Public Schools; member, Urban Education Alliance

Rossi Ray Taylor, director, legislative and community relations, Lansing School District; member, Urban Education Alliance

Laura Jean Thompson, counselor, Flint Schools of Choice, Flint Community Schools

Don Wesley, chair, Minority Caucus, United Teachers of Flint

School Visits

Northern High School

Northwestern High School

Holmes Middle School

Whittier Middle School

Doyle-Rider Elementary School

Houston, Texas

Participants in Open Hearings

Barbara Baldwin, president, Houston Association of Black Social Workers

Rev. Henry Blaze, associate pastor, Outreach Missionary Baptist Church; community activist, Houston

Rev. J. Don Boney, pastor, House of the Lord Baptist Church; community activist, Houston

Vivian Bowser, member (retired), Houston Teachers Association and NEA

Linda Brown, research specialist, Houston Community College

Edward Cline, assistant superintendent for Campus Management of the Elementary Schools, Houston Independent School District

Bruin Glover, member, Board of Directors, Texas State Teachers Association; president, Baytown Education Association

Zoia L. Jones, chair, Community Relations Committee, Houston Teachers Association; presiding coordinator, National Council of Negro Women, Houston

W. Charles Law, Houston Area Urban League

Herbert Melton, member, Board of Education, Houston Independent School District

Launey F. Roberts, Jr., professor of educational administration, Texas Southern University; executive director, Scholastic Knowledge for Youths, Inc., Houston

Odessa Sayles, chair, Adopt-A-Black-Child Committee, Harris County Children's Protective Services

Segna Segrest, president, Houston Teachers Association

Elizabeth Spates, trustee, Houston Community College; member, Board of Education, Houston Independent School District

Other Participants

Deborah Brickens, Texas State Teachers Association

Lillie Carswell, member, Board of Directors, Houston Teachers Association

Berdia M. Churchwell, HPA, Houston Independent School District

Marie Gerety, member, Houston Teachers Association

Eric B. Glass, member, Houston Teachers Association

Valerie Glover, member, Houston Teachers Association

Obidike Kaman, member, Black United Front; community activist, Houston

Alvin Porter, UniServ director, Houston Teachers Association

Anita Spivey, vice-president, Houston Teachers Association

Esther Thomas, member, Houston Teachers Association

Arna Washington, member, Houston Teachers Association

Nat West, member, Houston Teachers Association

J.D. Wesley, member, Houston Teachers Association

Curley Mae Williams, member, Houston Teachers Association

School Visits

Booker T. Washington High School

Kashmere High School
Community In Schools Program

Gregory-Lincoln Middle School

Instructional Goals

1. Preschool—Head Start
   a. Learning to appreciate one's own culture
   b. Learning from accurate multicultural instructional materials
   c. Learning to appreciate one's self
   d. Learning to solve problems
   e. Learning to complete tasks
   f. Having high expectations for achievement
2. Elementary
   a. Learning to appreciate one's own culture
   b. Learning from accurate multicultural instructional materials
   c. Learning to appreciate one's self
   d. Learning to solve problems
   e. Learning to complete tasks
   f. Having high expectations for achievement
   g. Training on computers
   h. Emphasis on reading, math, and language development
   i. Learning the natural consequences of behavior
3. Middle School/Junior High
   a. Learning to appreciate one's own culture
   b. Learning from accurate multicultural instructional materials
   c. Learning to appreciate one's self
   d. Learning to solve problems
   e. Learning to complete tasks
   f. Having high expectations for achievement
   g. Training on computers
   h. Emphasis on reading, math, and language development
   i. Learning the natural consequences of behavior
   j. Computer science and laboratory
   k. Math and sciences laboratory
   l. Career exploration
4. High School
   a. Learning to appreciate one's own culture
   b. Learning from accurate multicultural instructional materials
   c. Learning to appreciate one's self
   d. Learning to solve problems
   e. Learning to complete tasks
   f. Having high expectations for achievement
   g. Training on computers
   h. Emphasis on reading, math, and language development
   i. Learning the natural consequences of behavior
   j. Computer science and laboratory
   k. Math and sciences laboratory
   l. Career exploration

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